

How we help everyone shine in **Writing** ...

Ordinarily Available Provision	Subject specific adaptations to support children with SEND
<ul style="list-style-type: none"> • Aim for all those with SEND to be included, learning towards the same objectives as peers and making good progress. • Sentence stacking approach used for all writing lessons. This provides clearly modelled and scaffolded writing opportunities. • Colour coding used to support understanding of sentence composition and grammar. • Use clear, unambiguous language and keep unnecessary information to a minimum. • Give response time for verbal questions through oracy – nest, pair, share. • Repeat back teaching using, “My turn, your turn.” • Use visual timetable throughout the day. • Whole class movement break activities, which include alerting, calming and organising activities. • Make learning multi-sensory. • Use visual aids, concrete resources and equipment. • Explicitly teach new vocabulary and support using visuals. • Careful positioning of children away from distraction, near to information. • Teacher proximity to focus children for instructions to be repeated back. • All sessions to be taught with pace, changing activity regularly. • Set routines for transitions between activities. • Use, “I do, we do, you do” approach. • Provide space, resources in the room for children to use if needed (fiddle 	<ul style="list-style-type: none"> • Use actions when retelling stories • Incorporate drama into writing lessons to explore character and plot • Ask children to repeat the instructions to ensure they know what and how to perform a task • Ensure opportunities for paired work • Use of preteach interventions for specific concepts. • Consistent approach used for all writing lessons. • Build in opportunities to type written work • Provide writing slopes • Provide scaffold sheets to aid the structure of a piece of writing • Pencil grips and a wider range of writing tools are explored to find the most suitable • Use of theraputty exercises ahead of longer writing pieces. • Alternative recording methods considered when needed. • Use of reading text to support vocabulary acquisition, supported by visual images (widgit images) • Provide word mats and vocabulary that are writing genre specific •

toys, weighted blankets, ear
defenders).